

### SETTING UP THE GAME.

After seeing the play, tell the class that they are going to play a game which looks at what could possibly happen to Kieran after he leaves London at the end of the play.

Tell the class that this story could happen to any young person who lives in London and decided to leave so it isn't important that Kieran is a boy so anyone can talk or act out being Kieran.

Place the map on the wall. You will need some sort of marker to plot the journey of Kieran.

Take each question in turn and work through the journey.

### TEACHERS NOTES

You may wish to look through the questions and choose particular exercise according to your curriculum.

#### QUESTION ONE:

You have just left london, imagine you are standing on a big hill overlooking the whole of london. It is evening. Draw what you see, try and use colours and shapes to express your feelings. Write down FIVE words which express your feelings.

#### TEACHERS NOTES:

Get each person to do this separately. Before you start the question ask the group about their feelings towards London.

Extra work: At the end of the exercise ask the group to come together look at all the drawings. Ask the group to look for commonalities in the pictures don't let the group identify their pictures at this stage. These commonalities could be the bases of future work.

#### QUESTION TWO:

You have just been dropped off after hitching a lift. You are in a motorway service station, you have no money but you are very hungry, what do you do? Make a list of THREE things you could do to get food. Discuss which of the action is most satisfactory.

#### TEACHERS NOTES:

Talk about the preparatory workshop and what the groups attitude is to stealing. In the play Sam says about stealing "unless thou's back is against the wall". Discuss what this means.

#### QUESTION THREE:

You have been told there is work in Manchester, you arrive and have no where to sleep. You will have to sleep rough. Lie on the floor and look up you see the evening draw in it is a clear night, the stars are bright. Close your eyes and imagine that someone somewhere is looking at 'those self same stars'. Write a poem or story entitled 'UNDER THE SAME SKY'.

#### TEACHERS NOTES:

It may be helpful to do some relaxation exercises before you read the question out. Build up the atmosphere of the situation.

#### QUESTION. FOUR:

You meet an outreach Youth Worker who tells you of a scheme in which young people get their fares back home. Do you think

Kieran should go back home? What is a home? Is there a different from what makes a home and a house?

TEACHERS NOTES:

In such a scheme there isn't the possibility of taking the money so if this suggestion arises then it should be blocked.

QUESTION FIVE:

You get an Hostel for the night. Draw a picture of the hostel room.

Is there any one type of person who sleeps in hostels, if so what? How did you come to this decision? What information did you make your decision?

Are the images you have drawn negative or positive towards the people who use hostels?

What effect does 'negative' pictures have on the person involved in the picture? Is one a victim and the other not? What are the consequences of homeless people being seen as victims?

TEACHERS NOTES:

This exercise is designed to challenge the negative images people who are homeless.

Explain to the group what a victim is.

QUESTION SIX:

You get arrested for vagrancy, try and find what laws there are about vagrancy. If you are under the age of 16 what do you think will happen to you if you are arrested for sleeping rough?

QUESTION SEVEN:

You are in Scotland try and plot on the map the unemployment figures for that region. What does this mean in REAL terms?

TEACHERS NOTES:

Enclosed is a map of unemployment figures, you can either use this or set this as a task for your group to find out about.



#### QUESTION EIGHT:

You phone home to talk to your father remember what Kieran's Father said at the beginning of the play.

Act out the telephone call in pairs one being the father and one being Kieran.

Does Kieran's father want Kieran to go back home? Try the father responding in different ways. 1) Kieran's father is pleased to hear from Kieran and wants him to come back home. 2) He doesn't want anything to do with Kieran and won't welcome him back.

What are the effects of these judgments on Kieran's future action. Does he go back? Does he stay in this country?

What will Kieran do if he goes home to Ireland, is the life of a young person on Ireland better or worse than in England? How do we make these kind of judgments.

What is 'better'?

#### TEACHERS NOTES:

This exercise is designed to get the group to question the Eurocentric and materialistic nature of value judgments that is to say to examine the criteria on which 'better' and 'worse' are measured.

#### QUESTION NINE:

#### TEACHERS NOTES:

Get the group to walk about the room, make them change direction, walk backwards, forwards, sideways. Get them to freeze and create a statue of a doctor. Do the same with the following professions: Doctor, Judge, Teacher, Refugee collector, Shop assistant.

After each one get them to express, in statue form, what it feels like to be that person.

Start the exercise again and get them to freeze, this time the title of the statue is 'WHAT IS BAD ABOUT BEING HOMELESS' - How does this make them feel? The next statue is entitled 'WHAT IS GOOD ABOUT BEING HOMELESS'. How does this make them feel?

#### QUESTION TEN:

Lie on the floor, close your eyes, imagine you have finished your journey, imagine the place you are in this is the best place in the world it is where you want to be imagine the

colours, your surroundings, is there anybody else in this place with you, do you know them?

Now wake up and draw a picture of this place make sure you include images of your feelings towards this place.

#### TEACHERS NOTES:

This exercise needs careful setting up, try and keep the description vague so allowing the young people a chance to explore their own feelings.

This exercise must take place in an atmosphere of calm and trust.

After they have drawn their pictures you collect them in tell them NOT to write their names on the pictures and not to point them out when they come into one big group.

Ask the group to look for commonalities in the pictures. Talk about them and what they mean.

This exercise is designed to be a starting point for your own work around dreams, aspirations and the future. Follow up work could include short stories, improvisations, art, photography etc.

KEY QUESTIONS:

1. How did the characters change from the beginning of the play to the end? What information did they get which helped them change their minds and feelings?

Kieran:

What does Kieran mean when he talks about being able to be anywhere when he dreams?

Does Kieran need to go to America now?

What has Kieran learnt about survival? Do you think he will be able to survive in this country? What things are against him?

Sam:

What changed Sam, why did she help Kieran in the end? What did she get out of it?

Can money buy your dreams? Do you need money to have dreams? Do you need money to realise your dreams?

Mrs T:

How can you keep a warm heart in a place like this? - what did Mrs T mean by this?

What is the difference between Mrs T taking money from here lodgers and Scanlon nicking money from Sam?

Scanlon:

Scanlon was trying to become a 'real' cop, how was she trying to do this? Is there any other way she could have realised her dreams?

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What is friendship? .... Loving freely or a dependant transaction?

What is Loyalty? ..... A bond or survival tactic?

What is Law?..... A community system or an injustice?